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ABSTRACT

This study examined the effects of student supervision upon the social environment of York College male dormitory residents. All 132 male students living in a student run dormitory, and all 170 residents of a non-student adult supervised hall received the University Residence Environment Scale. Statistical analysis revealed that the respondents from the student operated dormitory scored significantly higher than the adult supervised residents on the following subscales: Emotional Support; Intellectuality; Order and Organization; and Student Influence. The student supervised group received significantly lower scores on two subscales: Traditional Social Orientation; and Competition. The findings indicated that a student operated dormitory can produce a comparable, and in many ways more effective social environment as compared to an adult supervised hall. It was recommended that York College continue to employ students as resident hall directors. The Office of Residence Life was urged to consider strengthening dormitory programming by providing additional scholarly, cultural and artistic presentations, providing reinforcement for achievement, and increasing coeducational interaction. Finally, it was also recommended that an extensive study of all on and off campus student living conditions be conducted to evaluate strengths and weaknesses of the entire residence life system. (Author)

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The Effects Of Student Supervision Upon The Social Climate Of A Male Dormitory

Societal Factors

by

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INTRODUCTION

Statement of the Problem

This paper examined the effects of student supervision upon the social climate of a York College male residence hall. Ten basic questions were studied:

1) Do male students residing in an entirely student operated dormitory perceive a significantly greater emphasis on involvement than those male students living under the supervision of a non-student adult director?

2) Do male students residing in an entirely student operated dormitory perceive a significantly greater emphasis on emotional support than those male students living under the supervision of a non-student adult director?

3) Do male students residing in an entirely student operated dormitory perceive a significantly greater emphasis on independence than those male students living under the supervision of a non-student adult director?

4) Do male students residing in an entirely student operated dormitory perceive a significantly greater emphasis on traditional social orientation than those male students living under the supervision of a non-student adult director?

5) Do male students residing in an entirely student operated dormitory perceive a significantly greater emphasis

on competition than those male students living under the supervision of a non-student adult director?

6) Do male students residing in an entirely student operated dormitory perceive a significantly greater emphasis on academic achievement than those male students living under the supervision of a non-student adult director?

7) Do male students residing in an entirely student operated dormitory perceive a significantly greater emphasis on intellectuality than those male students living under the supervision of a non-student adult director?

8) Do male students residing in an entirely student operated dormitory perceive a significantly greater emphasis on order and organization than those male students living under the supervision of a non-student adult director?

9) Do male students residing in an entirely student operated dormitory perceive a significantly greater emphasis on student influence than those male students living under the supervision of a non-student adult director?

10) Do male students residing in an entirely student operated dormitory perceive a significantly greater emphasis on innovation than those male students living under the supervision of a non-student adult director?

Significance to York College

Over the last five years the resident student population at York College has steadily increased, along with residence life staff and programming. During that time period dormitory study rooms were converted to double occupancy rooms, and five "mini-houses" were purchased to accomodate an additional 67 students. Also, in July, 1976 York College acquired Country Club Manor, an apartment complex close to campus with a potential capacity for housing 254 students. As tenants move out of the complex, students are assigned to move in. In September, 1976, 58 students received assignments to Country Club Manor. During the 1977 fall semester 122 students resided at the Manor, and it is projected that at least 170 students will move into the complex in September, 1978. In July, 1977 the college concluded arrangements with York Hospital to house 80 students in the hospital dormitory facilities for the fall of 1977. That number is expected to increase to over 100 in 1978.

This continuous increase in available housing set the stage for examining housing policies in regard to parietal hours, auxiliary services and hall supervision. For example, coed visitation hours were extended in September, 1976, while refrigerator rental units, expanded recreational facitities, new furnishings, a revised residence council, an open judicial

board, and additional vending and game machines were all provided in the past two years. In the area of supervision, students have begun to accept a more responsible role in governing themselves. In the fall of 1975, the first student director of a male dormitory was hired. During the following year, that same facility utilized a student in the assistant director position, making it entirely student operated. The other three dormitories (one male and two female) each have a non-student adult director, although the assistant director and resident advisors (one advisor per floor; three floors per dormitory) are full-time students.

In 1974, York College had no students in any of the resident director or assistant director positions. Obviously, there has been a tendency for the Office of Residence Life to begin employing students in higher supervisory positions. However, administrators and faculty have been skeptical about hiring students for such demanding situations. A main criticism focuses around the concept that a full-time student cannot complete his classwork and successfully handle the awesome requirements of dormitory supervision. Secondly, because York College dormitory directors must often function as disciplinarians, some college administrators expressed concern that most students would not develop the respect and support of their peers in this type of leadership role. The situation is

compounded by the fact that York College does have relatively strict regulations in regard to parietal hours, alcoholic beverages and general rules of conduct.

If, through empirical evidence, the Office of Residence Life could verify that student resident hall directors create a social climate equal to or significantly better than non-student adult supervisors, there would be concrete justification for employing additional student workers in these positions. Also, this type of information may serve as an evaluation for assessing the adequacy of existing programs and structures, and may provide specific directions for change.

Background and Significance

Many education researchers have examined the supervisory structures of college residence facilities and have reported that supervision can have a direct bearing upon student satisfaction. For example, Greenleaf, (1972) urges administrators to consider the following:

> 1) Campus housing should be diversified both in structure and in regulations within the halls. 2) Adequately prepared staff members are required to meet student needs for academic and personal counseling to develop intellectual and interpersonal competence and personal integrity. 3) More flexibility in the physical arrangement of residence halls is required to allow more freedom in individual living styles. 4) The concept of control must be reconsidered so that students who are becoming more mature will be held responsible for enforcing the rules they adopt. 5) Housing objectives should strengthen the educational objectives of colleges. 6) On-campus residence must be voluntary. 7) Research is required to determine how residence halls can contribute to the educational experience of students. When these changes are made to meet student needs, students will want to live in the residence halls.

Wells (1975) surveyed a random sample of students at Madison College in 1974. Of the 573 students who replied, comprising 12 percent of the undergraduate population, 266 women

and 126 men lived in residence halls. The resident students' replies were examined using correlational analysis. Significant positive correlations were found between satisfaction and having caring administrators, a representative student government, a fair and effective judicial system, stimulating courses, a helpful residence hall staff, and valuable programs offered in the halls. The author concluded that satisfaction with housing can be increased by expanding lifestyle options available to students, increasing expertise and effectiveness of staff, planning with students good programs to meet their needs, and modifying housing requirements.

Hubbell and Sherwood (1973) reported that living environments involve three dimensions which relate to satisfaction. First are the human interactions which occur, such as introspection, one-to-one, individual to group, and individual student to faculty or administrator. Next are the developmental needs of students, including boundary testing, heterosexual relationships, receiving feedback on behavior, learning the give and take of social situations, influencing others, studying and experiencing quiet and privacy, and encountering new people and programs. Third are environmental options, such as coeducational residence halls, limited staff halls and academic interest floors which can be matched to developmental needs and human interactions. More specifically, researchers suggest that supervision which is

less restrictive or controlling tends to promote student satisfaction. After conducting interviews at the University of Arkansas with students who were moving out of residence halls, and those who had already moved out, few major reasons for leaving campus were found. They were: better study conditions, less expense, freedom from control, and new experiences.

Titus (1972) mailed an 86-item questionnaire to 547 students housed at the University of Virginia and asked for ratings on the qualities of their physical and social living arrangement. The researcher concluded that undergraduates wanted freedom to decorate their own rooms, and felt strongly about institutional controls. Freedom to entertain the opposite sex, study space in their room, privacy and quiet were considered essential to men, while women considered access to meals, study space in their rooms and privacy most essential.

Along the same lines, Titus (1973) in a later study at the University of Virginia identified five basic housing needs: 1) security 2) freedom to manipulate the physical environment 3) freedom to manipulate the social environment 4) personal study space and 5) privacy/quietness.

Hoffman (1973) warns that institutions offering a variety of choices and greater flexibility in their approach are having

the best success in keeping occupancy high. This thought is echoed by White (1969) who suggests that "administrators need to change their policies to fit the needs and expectations of contemporary college students." Shay (1969) agrees: "Social control and physical limitations in the residence hall environment are causing more and more students to seek off-campus accomodations." He agrees that the exodus away from the campus could be stopped if the students were given latitude in the individualizing of their environment and if archaic social rules were revised. Ellis and Bowlin (1970) also reinforce this notion as a result of their survey of student living at the University of Oregon. They concluded that students tend to favor further relaxation of the university's social controls. Many researchers recommend that students be involved in the policymaking and supervisory processes to encourage a sense of responsibility, greater freedom and hence greater satisfaction. Pearson and Nicholson (1974) mailed a questionnaire to 200 Purdue University students who lived on campus for at least one year. The questionnaire assessed the motivational influence for or against returning to a residence hall on the basis of 60 residence hall policies and practices. It was learned that four of the 60 policy items had a high influence toward residence hall living: privacy, convenience, services and student participation

in hall management.

A somewhat similar finding was reached by Madson, Kuder and Thompson (1972-73) after administering a 20-item questionnaire to a random sample of 574 students living in residence halls in the spring of 1969, and to a similar group of 504 students in the spring of 1972. Items on the questionnaire had Likert-type response categories covering a broad range of topics relevant to residence hall living. Significant increases in satisfaction between 1969 and 1972 were observed in such areas as academic atmosphere, rules and regulations, room furnishings, treatment as an adult, and development of responsibility. The researchers concluded that modifications of policy and operations toward student involvement can play a significant role in the satisfaction of students living in residence halls.

Millman (1972) suggests that a student needs a place where he can integrate what he has learned in various places, integrate what he thinks with what he feels, and integrate what he believes with the beliefs of others. This can be accomplished in the residence halls by providing opportunities for privacy as well as varying degrees of interaction in a non-threatening atmosphere, involving the student in planning and policy-making, and providing a wide variety of educational materials for use during leisure hours. The fact that greater student participation in residence hall policy-making results in stronger feelings of freedom and

increased student satisfaction is exemplified in the results of a study conducted at Cornell University (Wandersman, 1976). Using scale model furniture, 85 randomly selected dormitory residents either 1) arranged a room of their choice selecting from a variety of furniture (self-planning condition), 2) chose between two of the room designs developed by the self-planning group (choice condition) or 3) rated one room design (no participation condition). The students in the self-planning and choice groups had more feelings of freedom, liked the room better, and believed it matched their needs and values more than did the no participation group.

A good overall evaluation and summary of the recent trends in residence hall administration is presented by Elizabeth A. Greenleaf (1969):

> The traditional residence hall rules and regulations are on the decline in many institutions and this trend will continue in the 1970's as students take on more responsibility for their own lives. Administrators should take the lead in instituting a reevaluation of standing rules by all members of the university community. Consequently, the roles of residence hall staff should be redefined in the light of greater student self-responsibility and educational interaction.

Finally, Gerst and Moos (1972) in an article entitled "Social Ecology of University Student Residences" point out

that the University Residence Environment Scale may be an effective tool in the evaluation of the impact on students of programs and innovations:

> The results from the URES demonstrated that the perceived social-psychological climate could be measured and thus aid in the systematic description and comparison of university residences.

Page one of the University Residence Environment Scale Manual (Moos and Gerst, 1974) states:

> The URES assesses the social climates of university student living groups, such as dormitories, fraternities, and sororities. It focuses on the measurement and description of student-student and student-staff relationships and on the organizational structure of the living group.

Summary of the Literature

In summary, the current professional literature suggests the following:

1) Residence hall supervision can directly affect student satisfaction.

2) Supervision which is less restrictive or controlling tends to promote satisfaction.

3) When students become more involved in the supervisory and policy-making processes, they tend to feel a greater sense of responsibility, freedom and satisfaction.

4) The University Residence Environment Scale can measure the social climate of a dormitory by focusing on student-staff relationships and the organizational structure of the living group.

The professional literature indicates that involvement of students in the residence hall decision-making structure creates increased feelings of freedom and responsibility which results in greater overall satisfaction. It is also suggested that the University Residence Environment Scale can measure appropriate student perceptions of social environment resulting from supervisory differences in a dormitory situation.

With this in mind, the researcher attempted to utilize the URES in comparing the social climate of a completely student operated male dormitory with the social atmosphere of students

living under the supervision of a non-student adult director at York College of Pennsylvania. Statistically significant results were to be used as justification for employing additional student workers in residence hall director positions.

PROCEDURE

Procedures for Collecting the Data

1) On January 23, 1978 a copy of the University Residence Environment Scale, Form R (appendix), an answer sheet (appendix), a letter of introduction (appendix) and a return envelope were forwarded to all 132 students residing in Manor Hall South, the entirely student operated male dormitory, and to all 170 students residing in Manor Hall North, the non-student adult supervised male residence hall. The introductory letter requested that students complete the answer sheet, place it in the provided envelope marked "Manor North" or "Manor South" and return it to the front desk of their particular dormitory.

2) The answer sheets for both groups were collected on January 30, 1978, and all ten subscales of the measuring instrument were scored in accordance with the University Residence Environment Scale Manual of Directions (Moos and Gerst, 1974). A total of 36 completed answer sheets were received from the student operated dormitory (Manor Hall South) and 48 sheets were gathered from the adult supervised hall (Manor Hall North).

3) Each of the subscale scores were then recorded for the two separate groups in preparation for the statistical analysis.

Procedures for Treating the Data

A t test was utilized to compare the mean of the scores

of those students living in an entirely student operated dormitory with those students living under the supervision of a non-student adult director in each of the following 10 subscales of the University Residence Environment Scale: 1) Involvement 2) Emotional Support 3) Independence 4) Traditional Social Orientation 5) Competition 6) Academic Achievement 7) Intellectuality 8) Order and Organization 9) Student Influence 10) Innovation.

The following ten null hypotheses were tested:

1) There is no significant difference between the mean of the Involvement scores for those residents of an entirely student operated dormitory as compared to those students living under the supervision of a non-student adult director.

2) There is no significant difference between the mean of the Emotional Support scores for those residents of an entirely student operated dormitory as compared to those students living under the supervision of a non-student adult director.

3) There is no significant difference between the mean of the Independence scores for those residents of an entirely student operated dormitory as compared to those students living under the supervision of a non-student adult director.

4) There is no significant difference between the mean of the Traditional Social Orientation scores for those residents of an entirely student operated dormitory as compared to those students living under the supervision of a non-student adult

director.

5) There is no significant difference between the mean of the Competition scores for those residents of an entirely student operated dormitory as compared to those students living under the supervision of a non-student adult director.

6) There is no significant difference between the mean of the Academic Achievement scores for those residents of an entirely student operated dormitory as compared to those students living under the supervision of a non-student adult director.

7) There is no significant difference between the mean of the Intellectuality scores for those residents of an entirely student operated dormitory as compared to those students living under the supervision of a non-student adult director.

8) There is no significant difference between the mean of the Order and Organization scores for those residents of an entirely student operated dormitory as compared to those students living under the supervision of a non-student adult director.

9) There is no significant difference between the mean of the Student Influence scores for those residents of an entirely student operated dormitory as compared to those students living under the supervision of a non-student adult director.

10) There is no significant difference between the mean of the Innovation scores for those residents of an entirely student operated dormitory as compared to those students living

under the supervision of a non-student adult director.

For each of the null hypotheses, a two tailed test was utilized, placing the critical t at the .975 and the .025 values. The actual critical t value at the .05 level with 82 degrees of freedom was $\pm$ 1.99. Thus, any of the ten null hypotheses (Ho: $\bar{x}_1 = \bar{x}_2$) must be rejected and the alternate hypothesis accepted (Ha: $\bar{x}_1 \neq \bar{x}_2$) when the calculated t value exceeds $\pm$ 1.99.

Finally, the researcher constructed a table of mean subscale scores as well as a profile graph plotting the mean scores of both groups on the ten subscales of the URES. These visual aids should assist the reader in clarifying where differences exist.

Limitations of the Study

1) The extent to which scores on the University Residence Environment Scale actually assessed the social climates of York College dormitories limited the validity of the study.

2) The extent to which York College residence facilities compared to those of other institutions limited the external validity of this investigation.

3) The extent to which those responding to the questionnaire adequately reflected the perceptions of the entire resident body of that facility limited the accuracy of this study.

4) Any of the intervening variables from motivation to coursework may have limited the validity of this research.

5) Since this investigation was confined to utilizing only one student operated and one adult supervised facility, the possibility of contamination was high.

Basic Assumptions

1) It was assumed that a reasonable percentage of residents, representative of the entire group, would complete and return the URES questionnaire.

2) It was assumed that the participants validly responded to the measuring instrument.

3) It was assumed that the URES accurately measured the social climates of York College dormitory facilities.

4) It was assumed that the two different types of super-

visory structures under investigation are typical representations of their perspective categories.

5) It was assumed that none of the intervening variables adversely affected the results of this study.

Definition of Terms

1) Academic achievement - extent to which strictly classroom and academic accomplishments and concerns were prominent in the house.

2) Adult supervision - a full-time non-student employee, usually over 30 years of age.

3) Assistant Director - an upperclass resident student who substitutes for the Resident Director two days during the week, and exercises the same authority as the Director.

4) Competition - degree to which a wide variety of activities such as dating, grades, etc. were cast into a competitive framework.

5) Emotional support - extent of manifest concern for others in the house; efforts to aid one another with academic and personal problems.

6) Independence - diversity of residents' behavior allowed without social sanctions, versus socially proper and conformist behavior.

7) Innovation - organization and individual spontaneity of behaviors and ideas; number and variety of activities.

8) Intellectuality - emphasis on cultural, artistic and other intellectual activities in the house.

9) Involvement - degree of committment to the house and residents.

10) Order and Organization - amount of formal structure or organization in the house.

11) Resident Advisor - full-time upperclass student on each dormitory floor who serves as administrative representative and reports to the Resident Director.

12) Resident Director - staff member who coordinates the overall operation of the dormitory.

13) Student influence - extent to which students perceive that they control the running of the house.

14) Traditional Social Orientation - stress on dating, going to parties, and other traditional heterosexual interactions.

Assessment Instrument

The University Residence Environment Scale was developed by Rudolf H. Moos, Ph.D. and Marvin S. Gerst, Ph.D. and is published by the Consulting Psychologists Press, Inc., 577 College Avenue, Palo Alto, California 94306. The URES which contains 100 true or false statements, assesses the social climate of university student living groups and yields 10 subscale scores: 1) Involvement 2) Emotional Support 3) Independence 4) Traditional Social Orientation 5) Competition 6) Academic Achievement

7) Intellectuality 8) Order and Organization 9) Student Influence and 10) Innovation. Each of these categories is defined in the "Definition of Terms" section of this report.

The following validity and reliability results were found on page 5 in the University Residence Environment Scale Manual (Moos and Gerst, 1974):

> Internal consistencies were calculated using Kuder Richardson Formula - 20 and average within living group variances for the items. The subscale internal consistencies are all acceptable, ranging from a high of .88 to a low of .77. The average subscale intercorrelations are around .20, indicating that the subscales measure distinct, albeit somewhat related, aspects of university living group environments. The homogeneity of perceptions by persons within living groups was investigated by computing the percentage agreement for each subscale over the original sample of 13 dormitories. One hundred and thirteen of the 130 comparisons showed greater than 70 percent agreement among students. While some variation would be expected, a reasonably high rate of agreement of residents with a house should obtain and be reflected in environmental measures. In general, the URES fares well on this criterion and reflects a high degree of consensus among residences.

RESULTS

The data resulting from the study is as follows:

TABLE I

MEAN STANDARD DEVIATION AND CALCULATED t FOR URES SUBSCALES

SUBSCALE	STUDENT SUPERVISION (n=36)		ADULT SUPERVISION (n=48)		t
	Mean	Std. Dev.	Mean	Std. Dev.	
Involvement	4.44	2.00	4.12	1.85	0.75
Emotional Support	3.94	2.54	2.50	2.02	2.90 **
Independence	6.61	1.72	6.75	2.21	-0.31
Traditional Social Orientation	3.61	2.27	6.62	2.01	-6.41 **
Competition	5.00	2.08	6.04	1.94	-2.35 *
Academic Achievement	1.83	1.63	1.87	1.55	-0.11
Intellectuality	3.16	1.79	1.68	0.99	4.81 **
Order & Organization	4.44	2.34	3.43	1.88	2.17 *
Student Influence	3.94	1.14	2.47	1.45	4.98 **
Innovation	3.72	1.25	3.81	1.14	-0.34

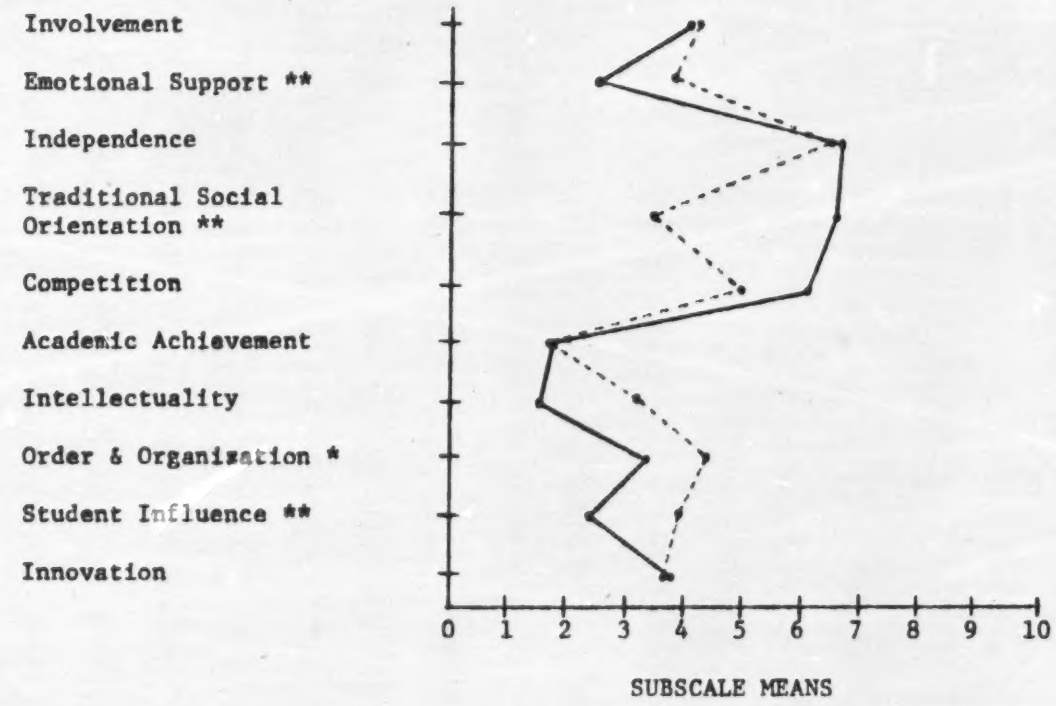
* $p < .05$
** $p < .01$

The above table records the mean, standard deviation, and calculated t value for both groups on each of the URES subscales. The statistics indicate that the 36 respondants of the student operated dormitory scored significantly higher than the 48 adult supervised residents on the following subscales: Emotional Support, Intellectuality, Order and Organization and Student Influence. The student supervised residents received significantly lower scores as compared to the adult supervised group on the following two

subscales: Traditional Social Orientation and Competition. The lowest means for both groups were in the Academic Achievement and Intellectuality subscales, while the highest mean for both living situations was on the Independence measurement.

FIGURE 1

URES PROFILE COMPARISONS OF STUDENT
AND ADULT SUPERVISED DORMS



* $p < .05$ student supervised dorm ---------- (n=36)
** $p < .01$ adult supervised dorm _____ (n=48)

Figure 1 compares the mean URES subscale scores of the student operated dormitory with the adult supervised hall. Both groups had their highest mean score on the Independence subscale, and both groups had low scores on the Academic Achievement measurement.

The residents of the adult supervised dorm perceived Intellectuality as the lowest subscale, even falling below Academic Achievement, rated lowest by the student supervised residents. The largest difference between the two groups is found on the Traditional Social Orientation subscale, where the student operated dormitory was perceived significantly lower. Competition was also rated as signficantly lower in the student run facility. The four subscales perceived as receiving greater emphasis in the student directed hall were: Emotional Support, Intellectuality, Order and Organization, and Student Influence.

DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

The results of this study indicate that residents of the student operated dormitory perceive their social environment to have a significantly lower emphasis on traditional social orientation and competition as compared to the adult supervised group. Less stress upon traditional social orientation may result from the notion that the older director would tend to promote conventional qualities more heavily than the student supervisor. Furthermore, the mature adult may serve as a more appropriate role model for social development. It may also be argued that the high amount of emotional support and comradery highlighted in a student run facility may account for the de-emphasis of a strong competitive framework.

As anticipated, the student operated dormitory residents perceived a significantly greater emphasis upon student influence and emotional support. Apparently, the students felt that they had a reasonable amount of control in the operation of the dormitory, and believed that there was open communication and genuine empathy among the residents. Interestingly enough, those living under the student directorship found a greater amount of order and organization, indicating that a stronger formalized structure had been established in that situation. Perhaps by having the students formulating and enforcing house policies, they become more aware and accepting

of the established procedures. Finally, the student run dorm produced a significantly higher mean score on intellectuality, suggesting a stronger emphasis on cultural, artistic and other scholarly activities. One might suggest here that since the student director is immersed in the academic aspect of the campus as he works toward his degree, he may have a greater tendency to subtly incorporate intellectual activities into ordinary operations and programming. Even so, the subscale of intellectuality had the second lowest mean score for the student supervised group, suggesting that this really was a weak area for both dormitories.

Both groups produced their highest mean score on independence. This seems to indicate that the York College male residence hall system is not socially restrictive in the sense of establishing rigid conformist behavior. Most sociologists would agree that this is healthy. On the other hand, residents of both dorms perceived intellectuality and academic achievement to be the two subscales receiving the least amount of emphasis. This suggests a weakness on the part of York College residence hall programming to enhance academic growth outside the classroom.

In summary, the student operated dormitory can produce a comparable, and in many ways more effective, social environment as compared to the adult supervised dorm. Its major strength is the emphasis upon emotional support among peers, student

influence upon policy enforcement, establishment of clear structural procedures, and a greater emphasis on scholarly activities. However, this type of situation places less emphasis on "traditional" heterosexual interactions and competitive activities. These latter two areas should be improved by promoting living/learning programming which incorporates coeducational interaction and reinforcement for performance. (i.e. intradormitory coed volleyball matches, coed college bowl night etc.) With such programming in mind, it is recommended that the Office of Residence Life expand the practice of employing students in the position of Resident Director. The considerably lower cost in addition to the empirical evidence eluding to the advantages found in the resulting social environment should serve as justification for the practice. Also, it is recommended that scholarly, cultural and artistic programming in the residence halls be strengthened (i.e. lectures, craft instruction, dramas, film and book review sessions etc.) to promote greater academic intellectual activity outside the classroom.

Because this pilot study was conducted utilizing only two distinct supervisors and a relatively small sampling of subjects, the generalization of results must be guarded. However, the success of this study, although limited, should spur additional research at York College in the broader area of Residence

Life programming, procedures and policies affecting all student housing facilities. It is recommended that a more elaborate and extensive study of all on and off campus student living situations be conducted taking into consideration such variables as physical layout, freedom from college regulations, number of occupants, room assignment procedures, etc. The end goal should be geared toward the attainment of 1) an evaluation of the strengths and weaknesses of the York College residence life system and 2) specific direction for change and improvement of residence life at York College.

A copy of this report has been forwarded to the Dean of Student Affairs in the hope of gaining funds for implementing the recommended social programming and advanced research.

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APPENDIX C

Letter of Introduction

YORK COLLEGE OF PENNSYLVANIA
Country Club Road York, PA 17405

January 23, 1978

Dear Resident,

The Student Affairs Division is interested in examining the social climate of "Manor North" and "Manor South" to find out how we can make it a better place to live. We are asking all Manor residents to help us by describing their views of student-student and student-staff relationships.

Please answer the following 100 true-false questions on the enclosed answer sheet. For the purposes of this survey, your 'living group' is the floor on which you live. "Staff" refers to Resident Advisors, Associate Directors and Resident Director of your particular dormitory.

When you have completed the answer sheet, place it in the envelope provided, and return it to the main desk of your dorm by this Friday.

Results will be made available to the Residence Council.

Thank you for your help!

Cordially,

Frank Mussano

Frank Mussano
Director of Student Activities

FM/cv